KENTUCKY TEACHER INTERNSHIP PROGRAM INTERN PERFORMANCE RECORD

Teacher Intern _____

SSN _____

School _____ District _____

Observer Name _____

Cycle 1 Meeting - (classroom observations and second committee meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting)

Date of Observation _____

Subject Area Observed _____ Type of Classroom _____

| Ages/Grades of Students _____ | Number of Students in Class _____ | Number of Students having IEP _____ | Number of Students having GSSP _____ | Number of Students having LEP _____ |

The signatures below verify that the analytic scores and evidence and holistic score for each Standard have been discussed with the intern.

Observer's Signature _____

Intern's Signature _____

Cycle 2 Meeting - (classroom observations and third committee meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting)

Date of Observation _____

Subject Area Observed _____ Type of Classroom _____

| Ages/Grades of Students _____ | Number of Students in Class _____ | Number of Students having IEP _____ | Number of Students having GSSP _____ | Number of Students having LEP _____ |

The signatures below verify that the analytic scores and evidence and holistic score for each Standard have been discussed with the intern.

Observer's Signature_____

Intern's Signature _____

Cycle 3 Meeting - (video or classroom observations and fourth committee meeting shall be held between 110 and 140 instructional days following the orientation meeting)

Date of Observation _____

Subject Area Observed _____ Type of Classroom _____

| Ages/Grades of Students _____ | Number of Students in Class _____ | Number of Students having IEP _____ | Number of Students having GSSP _____ | Number of Students having LEP _____ |

The signatures below verify that the analytic scores and evidence and holistic score for each Standard have been discussed with the intern.

Observer's Signature _____

Intern's Signature _____

STANDARD 1: DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task A: Lesson Plan Task B: Classroom Observation	Task A: Lesson Plan Task B: Classroom Observation	Task A: Lesson Plan(s) for Observed Lesson(s) Task B: Observed Lesson(s) From Unit Task I: Designing Instructional Strategies and Activities Task G: Designing the Instructional Unit Task H: The Assessment Plan

HOLISTIC SCORING OF STANDARD 1

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 ☐ 3+ ☐ 3 ☐ 3- Cycle 2 ☐ 3+ ☐ 3 ☐ 3- Cycle 3 ☐ 3+ ☐ 3 ☐ 3-	Cycle 1 ☐ 2+ ☐ 2 ☐ 2- Cycle 2 ☐ 2+ ☐ 2 ☐ 2- Cycle 3 ☐ 2+ ☐ 2 ☐ 2-	Cycle 1 ☐ 1+ ☐ 1 Cycle 2 ☐ 1+ ☐ 1 Cycle 3 ☐ 1+ ☐ 1

ANALYTIC SCORING OF STANDARD 1 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
1.1 Communicates concepts, processes and knowledge	Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and knowledge but omits some important ideas, uses vocabulary inappropriate for students	Inaccurately and ineffectively communicates concepts, processes and knowledge	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
1.2 Connects content to life experiences of students	Effectively connects content, procedures, and activities with relevant life experiences of students	Connects some content, procedures, and activities with relevant life experiences of students	Fails to connect content, procedures, and activities with relevant life experiences of students	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning	Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning	Uses instructional strategies that are somewhat appropriate for the content and processes of the lesson and make some contribution to student learning	Fails to use instructional strategies that are appropriate for the content and processes of the lesson or make no contribution to student learning	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
1.4 Guides students to understand content from various perspectives	Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	Sometimes provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	Fails to provide opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
1.5 Identifies and addresses students' misconceptions of content	Identifies misconceptions related to content and addresses them during both planning and instruction	Identifies misconceptions related to content and addresses them during either planning or instruction	Fails to identify and address misconceptions related to content during planning and instruction	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARD 2: DESIGNS & PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task A: Lesson Plan 　　　Pre-observation conference 　　　Contextual information	Task A: Lesson Plan 　　　Pre-observation conference 　　　Contextual information	Task A: Lesson Plan(s) for Observed Lesson(s) Task G: Designing the Instructional Unit Task H: The Assessment Plan Task I: Designing Instructional Strategies and Activities

HOLISTIC SCORING OF STANDARD 2

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 ☐ 3+ ☐ 3 ☐ 3- Cycle 2 ☐ 3+ ☐ 3 ☐ 3- Cycle 3 ☐ 3+ ☐ 3 ☐ 3-	Cycle 1 ☐ 2+ ☐ 2 ☐ 2- Cycle 2 ☐ 2+ ☐ 2 ☐ 2- Cycle 3 ☐ 2+ ☐ 2 ☐ 2-	Cycle 1 ☐ 1+ ☐ 1 Cycle 2 ☐ 1+ ☐ 1 Cycle 3 ☐ 1+ ☐ 1

ANALYTIC SCORING OF STANDARD 2 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
2.1. Develops significant objectives aligned with standards	States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards	States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards or states learning objectives that do not reflect key concepts of the discipline	Uses objectives that are not clearly stated or are trivial and are not aligned with local or state standards	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
2.2 Uses contextual data to design instruction relevant to students	Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data	Plans and designs some instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data	Fails to plan and design instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
2.3 Plans assessments to guide Instruction and measure learning objectives	Prepares assessments that measure student performance on each objective and help guide teaching	Prepares some assessments that measure student performance on each objective and help guide teaching	Prepares few assessments that measure student performance on each objective and help guide teaching.	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
2.4 Plans instructional strategies and activities that address learning objectives for all students	Aligns instructional strategies and activities with learning objectives for all students	Aligns some instructional strategies and activities with learning objectives for all students	Aligns few instructional strategies and activities with learning objectives for all students	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning	Plans instructional strategies that include several levels of learning that require higher order thinking	Plans instructional strategies that include at least two levels of learning with at least one requiring higher order thinking	Plans instructional strategies that do not include levels of learning or do not require higher order thinking	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA

Cycle 1

Cycle 2

Cycle 3

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STANDARD 3: CREATES & MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence

Task B: Classroom Observation
           Post-observation Conference
           Contextual information
	Task B: Classroom Observation
	           Post-observation Conference
	           Contextual information
		Task B: Observed Lesson(s) From Unit

HOLISTIC SCORING OF STANDARD 3

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 ☐ 3+ ☐ 3 ☐ 3- Cycle 2 ☐ 3+ ☐ 3 ☐ 3- Cycle 3 ☐ 3+ ☐ 3 ☐ 3-	Cycle 1 ☐ 2+ ☐ 2 ☐ 2- Cycle 2 ☐ 2+ ☐ 2 ☐ 2- Cycle 3 ☐ 2+ ☐ 2 ☐ 2-	Cycle 1 ☐ 1+ ☐ 1 Cycle 2 ☐ 1+ ☐ 1 Cycle 3 ☐ 1+ ☐ 1

ANALYTIC SCORING OF STANDARD 3 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
3.1 Communicates high expectations	Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives	Sets significant and challenging objectives for students but does not communicate confidence in students' ability to achieve these objectives	Fails to set significant and challenging objectives for students and does not communicate confidence in students	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
3.2 Establishes a positive learning environment	Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students	Makes efforts to establish standards of conduct, and monitor and respond to student behavior, but efforts are ineffective and/or inappropriate	Fails to establish clear expectations for student conduct, and does not effectively monitor behavior, and does not appropriately respond to behavior	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
3.3 Values and supports student diversity and addresses individual needs	Uses a variety of strategies and methods to support student diversity by addressing individual needs	Sometimes uses a variety of strategies and methods to support student diversity by addressing individual needs	Fails to use a variety of strategies and methods to support student diversity by addressing individual needs	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
3.4 Fosters mutual respect between teacher and students and among students	Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern	Sometimes treats students with respect and concern and sometimes monitors student interactions to encourage students to treat each other with respect and concern	Fails to treat students with respect and concern and monitor student interactions to encourage students to treat each other with respect and concern	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
3.5 Provides a safe environment for learning	Creates a classroom environment that is both emotionally and physically safe for all students	Creates a classroom environment that is sometimes emotionally and physically safe for all students	Fails to create an emotionally and physically safe environment for students	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA

STANDARD 4: IMPLEMENTS & MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task B: Classroom Observation Post-observation Conference Contextual information	Task B: Classroom Observation Post-observation Conference Contextual information	Task B: Observed Lesson(s) From Unit

HOLISTIC SCORING OF STANDARD 4

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 ☐ 3+ ☐ 3 ☐ 3- Cycle 2 ☐ 3+ ☐ 3 ☐ 3- Cycle 3 ☐ 3+ ☐ 3 ☐ 3-	Cycle 1 ☐ 2+ ☐ 2 ☐ 2- Cycle 2 ☐ 2+ ☐ 2 ☐ 2- Cycle 3 ☐ 2+ ☐ 2 ☐ 2-	Cycle 1 ☐ 1+ ☐ 1 Cycle 2 ☐ 1+ ☐ 1 Cycle 3 ☐ 1+ ☐ 1

ANALYTIC SCORING OF STANDARD 4 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives	Uses a variety of instructional strategies that engage students throughout the lesson on tasks but are not aligned with learning objectives or tasks are aligned with learning objectives but do not keep students engaged	Fails to use instructional strategies that engage students and are aligned with learning objectives	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
4.2 Implements instruction based on diverse student needs and assessment data	Implements instruction based on contextual information and assessment data	Implements instruction based on limited use of contextual information and assessment data	Fails to implement instruction based on contextual information and assessment data	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
4.3 Uses time effectively	Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time	Establishes procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is some unnecessary loss of instructional time	Fails to establish procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work resulting in significant loss of instructional time	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
4.4 Uses space and materials effectively	Uses classroom space and materials effectively to facilitate student learning	Sometimes uses classroom space and materials effectively to facilitate student learning.	Fails to use classroom space and materials effectively to facilitate student learning	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
4.5 Implements and manages instruction in ways that facilitate higher order thinking	Instruction provides opportunity to promote higher-order thinking	Instruction provides some opportunity to promote higher-order thinking	Instruction provides little or no opportunity to promote higher-order thinking	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA

OBSERVATION EVIDENCE TO SUPPORT SCORING OF STANDARD 1, 3, 4, 5, AND 6

Cycle 1

Cycle 2

Cycle 3

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Cycle 1

Cycle 2

Cycle 3

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March 2008

STANDARD 5: ASSESSES & COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence

Task B: Classroom Observation
Task C: Lesson Analysis and Evaluation
    Contextual information
	Task B: Classroom Observation
	Task C: Lesson Analysis and Evaluation
	    Contextual information
		Task B: Observed Lesson(s) From Unit
		Task C: Lesson Analysis and Evaluation
		Task G: Designing the Instructional Unit
		Task H: The Assessment Plan
		Task I: Designing Instructional Strategies and Activities
		Task J: Organizing and Analyzing Results

HOLISTIC SCORING OF STANDARD 5

Standard Demonstrated				Standard Partially Demonstrated				Standard Not Demonstrated		
Cycle 1	☐ 3+	☐ 3	☐ 3-	Cycle 1	☐ 2+	☐ 2	☐ 2-	Cycle 1	☐ 1+	☐ 1
Cycle 2	☐ 3+	☐ 3	☐ 3-	Cycle 2	☐ 2+	☐ 2	☐ 2-	Cycle 2	☐ 1+	☐ 1
Cycle 3	☐ 3+	☐ 3	☐ 3-	Cycle 3	☐ 2+	☐ 2	☐ 2-	Cycle 3	☐ 1+	☐ 1

ANALYTIC SCORING OF STANDARD 5 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
5.1 Uses pre-assessments	Uses a variety of pre-assessments to establish baseline knowledge and skills for all students	Uses some pre-assessments to establish baseline knowledge and skills for all students	Fails to use pre-assessments to establish baseline knowledge and skills for all students	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
5.2 Uses formative assessments	Uses a variety of formative assessments to determine each student's progress and guide instruction	Uses some formative assessments to determine each student's progress and guide instruction	Fails to use formative assessments to determine each student's progress and guide instruction	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
5.3 Uses summative assessments	Uses a variety of summative assessments to measure student achievement	Uses some summative assessments to measure student achievement	Fails to use summative assessments to measure student achievement	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
5.4 Describes, analyzes, and evaluates student performance data	Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups	Evaluates student performance data to determine progress of individuals but does not identify differences in progress among student groups	Fails to describe, analyze, or evaluate student performance data to determine progress of individuals or identify differences in progress among student groups	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
5.5 Communicates learning results to students and parents	Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives	Sometimes communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives	Fails to communicate learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
5.6 Allows opportunity for student self-assessment	Promotes opportunities for students to engage in accurate self-assessment of learning	Promotes some opportunities for students to engage in accurate self-assessment of learning	Fails to promote opportunities for students to engage in accurate self-assessment of learning	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA

Cycle 1

Cycle 2

Cycle 3

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STANDARD 6: DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task A: Lesson Plan Task B: Classroom Observation 　　　Post-observation Conference 　　　Technology documentation	Task A: Lesson Plan Task B: Classroom Observation 　　　Post-observation Conference 　　　Technology documentation	Task A: Lesson Plan(s) for Observed Lesson(s) Task B: Observed Lesson(s) from Unit Task G: Designing the Instructional Unit Task H: The Assessment Plan Task I:　Designing Instructional Strategies and Activities Task J:　Organizing and Analyzing the Results

HOLISTIC SCORING OF STANDARD 6

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1　☐ 3+　☐ 3　☐ 3- Cycle 2　☐ 3+　☐ 3　☐ 3- Cycle 3　☐ 3+　☐ 3　☐ 3-	Cycle 1　☐ 2+　☐ 2　☐ 2- Cycle 2　☐ 2+　☐ 2　☐ 2- Cycle 3　☐ 2+　☐ 2　☐ 2-	Cycle 1　☐ 1+　☐ 1 Cycle 2　☐ 1+　☐ 1 Cycle 3　☐ 1+　☐ 1

ANALYTIC SCORING OF STANDARD 6 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
6.1　Uses available technology to design and plan instruction	Uses technology to design and plan instruction	Sometimes uses technology to design and plan instruction	Rarely or never uses technology to design and plan instruction.	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
6.2　Uses available technology to implement instruction that facilitates student learning	Uses technology to implement instruction that facilitates student learning	Sometimes uses technology to implement instruction that facilitates student learning	Rarely or never uses technology to implement instruction and facilitate student learning	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
6.3　Integrates student use of available technology into instruction	Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	Sometimes integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	Rarely or never integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
6.4　Uses available technology to assess and communicate student learning	Uses technology to assess and communicate student learning	Sometimes uses technology to assess and communicate student learning	Rarely or never uses technology to assess and communicate student learning	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
6.5　Demonstrates ethical and legal use of technology	Ensures that personal use and student use of technology are ethical and legal	Sometimes ensures that personal use and student use of technology are ethical and legal	Fails to ensure that personal use and student use of technology are ethical and legal	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA

Cycle 1

Cycle 2

Cycle 3

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STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task C: Lesson Analysis and Evaluation Post-observation Conference	Task C: Lesson Analysis and Evaluation Post-observation Conference	Task C: Lesson Analysis and Evaluation Task J: Organizing and Analyzing the Results

HOLISTIC SCORING OF STANDARD 7

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 ☐ 3+ ☐ 3 ☐ 3- Cycle 2 ☐ 3+ ☐ 3 ☐ 3- Cycle 3 ☐ 3+ ☐ 3 ☐ 3-	Cycle 1 ☐ 2+ ☐ 2 ☐ 2- Cycle 2 ☐ 2+ ☐ 2 ☐ 2- Cycle 3 ☐ 2+ ☐ 2 ☐ 2-	Cycle 1 ☐ 1+ ☐ 1 Cycle 2 ☐ 1+ ☐ 1 Cycle 3 ☐ 1+ ☐ 1

ANALYTIC SCORING OF STANDARD 7 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
7.1 Uses data to reflect on and evaluate student learning	Reflects on and accurately evaluates student learning using appropriate data	Reflects on and evaluates student learning without using data	Fails to reflect on and evaluate student learning	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
7.2 Uses data to reflect on and evaluate instructional practice	Reflects on and accurately evaluates instructional practice using appropriate data	Reflects on and evaluates instructional practice without using data	Fails to reflect on and evaluate instructional practice	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
7.3 Uses data to reflect on and identify areas for professional growth	Identifies areas for professional growth using appropriate data	Identifies areas for professional growth without using data	Fails to identify areas for professional growth	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA

Cycle 1

Cycle 2

Cycle 3

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STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task D: Collaborate to Address Special Learning Needs	Task D: Collaborate to Address Special Learning Needs	Task D: Collaborate to Address Special Learning Needs

HOLISTIC SCORING OF STANDARD 8

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 Insufficient Evidence	Cycle 1 ☐ 2+ ☐ 2 ☐ 2-	Cycle 1 ☐ 1+ ☐ 1
Cycle 2 ☐ 3+ ☐ 3 ☐ 3-	Cycle 2 ☐ 2+ ☐ 2 ☐ 2-	Cycle 2 ☐ 1+ ☐ 1
Cycle 3 ☐ 3+ ☐ 3 ☐ 3-	Cycle 3 ☐ 2+ ☐ 2 ☐ 2-	Cycle 3 ☐ 1+ ☐ 1

ANALYTIC SCORING OF STANDARD 8 INDICATORS

Rating → Indicator↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
8.1 Identifies students whose learning could be enhanced by collaboration	Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale	Identifies one or more students whose learning could be enhanced by collaboration but does not provide an appropriate rationale	Fails to identify a student whose learning could be enhanced by collaboration	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort	Designs a plan to enhance student learning that includes all parties in the collaborative effort	Designs a plan to enhance student learning that includes some parties in the collaborative effort	Fails to design a plan to enhance student learning	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
8.3 Implements planned activities that enhance student learning and engage all parties	Implements planned activities that enhance student learning and engage all parties	Implements planned activities that enhance student learning and engage some parties	Fails to implement planned activities	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
8.4 Analyzes data to evaluate the outcomes of collaborative efforts	Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps	Analyzes student learning data to evaluate the outcomes of collaboration BUT does not identify next steps	Fails to analyze student learning data to evaluate the outcomes of collaboration and does not identify next steps	**Cycle 1** NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA

Cycle 1

Cycle 2

Cycle 3

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STANDARDS 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task E: Assess and Manage Professional Growth	Task E: Assess and Manage Professional Growth	Task E: Assess and Manage Professional Growth

HOLISTIC SCORING OF STANDARD 9

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 Insufficient Evidence Cycle 2 ☐ 3+ ☐ 3 ☐ 3- Cycle 3 ☐ 3+ ☐ 3 ☐ 3-	Cycle 1 ☐ 2+ ☐ 2 ☐ 2- Cycle 2 ☐ 2+ ☐ 2 ☐ 2- Cycle 3 ☐ 2+ ☐ 2 ☐ 2-	Cycle 1 ☐ 1+ ☐ 1 Cycle 2 ☐ 1+ ☐ 1 Cycle 3 ☐ 1+ ☐ 1

ANALYTIC SCORING OF STANDARD 9 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
9.1 Self assesses performance relative to Kentucky's Teacher Standards	Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards	Assesses current performance on all the Kentucky Teacher Standards	Fails to assess current performance on all the Kentucky Teacher Standards	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues	Identifies priorities for professional development based on limited data from self-assessment, student performance and feedback from colleagues	Fails to identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
9.3 Designs a professional growth plan that addresses identified priorities	Designs a clear, logical professional growth plan that addresses all priority areas	Designs a clear, logical professional growth plan that addresses some priority areas	Fails to design a clear, logical professional growth plan that addresses priority areas	**Cycle 1** D PD ND NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning	Shows some evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning	Fails to show evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning	**Cycle 1** NA **Cycle 2** D PD ND NA **Cycle 3** D PD ND NA

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task F: Leadership	Task F: Leadership	Task F: Leadership

HOLISTIC SCORING OF STANDARD 10

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1　Insufficient Evidence Cycle 2　☐ 3+ ☐ 3 ☐ 3- Cycle 3　☐ 3+ ☐ 3 ☐ 3-	Cycle 1　☐ 2+ ☐ 2 ☐ 2- Cycle 2　☐ 2+ ☐ 2 ☐ 2- Cycle 3　☐ 2+ ☐ 2 ☐ 2-	Cycle 1　☐ 1+ ☐ 1 Cycle 2　☐ 1+ ☐ 1 Cycle 3　☐ 1+ ☐ 1

ANALYTIC SCORING OF STANDARD 10 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment	Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required	Identifies leadership opportunities in the school, community, or professional organizations and selects one with limited potential for positive impact on learning and/or the professional environment	Fails to identify leadership opportunities in the school, community, or professional organizations with potential for positive impact on learning and/or the professional environment	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
10.2 Develops a plan for engaging in leadership activities	Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed	Develops a leadership work plan that provides a limited description of the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed	Fails to develop a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
10.3 Implements a plan for engaging in leadership activities	Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed	Partially implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed	Fails to implement the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed	Cycle 1 D PD ND NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts	Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts	Provides limited analysis of student learning and/or other data to evaluate the results of planned and executed leadership efforts	Fails to analyze student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts	Cycle 1 NA Cycle 2 D PD ND NA Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 10

Cycle 1

Cycle 2

Cycle 3

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EPSB Education Professional Standards Board

Each intern must receive a copy of each committee members' completed and signed Intern Performance Record (IPR) at the conclusion of each committee meeting.

Important Dates

The **Confirmation of Employment (COE)** is created and submitted online within 30 days from the date of hire or on or before:
  ➢ October 15 for full-year or fall semester interns,
  ➢ February 15 for spring semester interns,
whichever occurs first.

The **Record of Teacher Internship Year (RTIY)** is created and submitted online on or before:
  ➢ May 1 for full year interns,
  ➢ December 20 for second semester interns,
or no later than two weeks following the final committee meeting, whichever occurs first.

Unsuccessful Internships

If an internship is unsuccessful, the Committee must submit to the KTIP District Coordinator, who then submits to the EPSB's Division of Professional Learning and Assessment no later than five days after submission of the final report:
  ➢ the teacher performance assessment (Tasks A-J), including the intern's video (if one is available)
  ➢ a copy of the school calendar
  ➢ all original Intern Performance Records
  ➢ any electronic communication sent to intern along with read receipt and response back from intern (if available)
  ➢ the electronically signed Record of Teacher Internship Year.

Resource Teacher Time Sheets (RTTs) are created and submitted online.

For directions on:
  • Submitting committee reports using the Intern Management System (IMS)
  • Obtaining or re-setting IMS passwords
  • Creating or adding to Resource Teacher Time Sheets

go to http://www.kyepsb.net/

CYCLE _____ EVIDENCE TO SUPPORT SCORING OF STANDARD(S) _____

Remember to obtain the appropriate signatures on each page. Be sure to mark Cycle and Standard in the blanks provided at the top of this page.

Observer's Signature _____ Date: _____

Intern's Signature _____ Date: _____

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